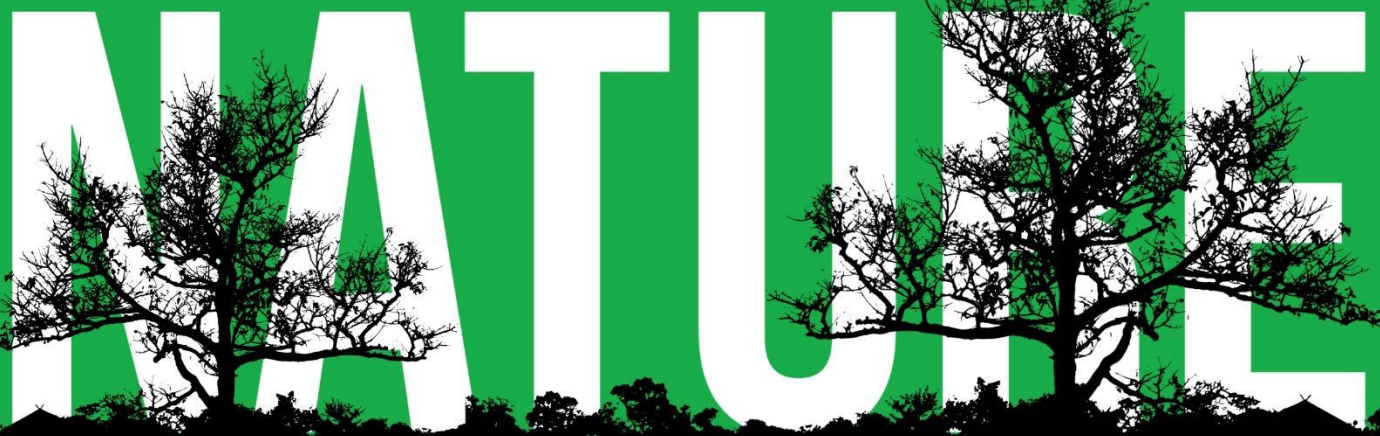


# OUTDOOR BILL OF RIGHTS

# NATURE



## JOURNAL CURRICULUM

|         |                         |
|---------|-------------------------|
| WEEK 1  | Introduction & Overview |
| WEEK 2  | Breathe Fresh Air       |
| WEEK 3  | Exploring Trees         |
| WEEK 4  | Water Systems           |
| WEEK 5  | Gardens                 |
| WEEK 6  | Playing Outdoors        |
| WEEK 7  | Ecosystems              |
| WEEK 8  | Outdoor Skills          |
| WEEK 9  | Mentors In Nature       |
| WEEK 10 | Action Plan             |

OFFICE OF SUSTAINABILITY

BALTIMORE CITY PUBLIC SCHOOLS



BALTIMORE CHILDREN'S

# OUTDOOR BILL OF RIGHTS

ALL CHILDREN IN BALTIMORE HAVE THE RIGHT TO:

**BREATHE FRESH AIR**

**EXPLORE SAFE AND INVITING  
FORESTS AND WILD SPACES**

**SPLASH IN CLEAN STREAMS,  
PONDS, RIVERS AND THE BAY**

**GROW A GARDEN AND EAT  
FRESH FRUITS AND VEGETABLES**

**PLAY IN VIBRANT NEIGHBORHOODS,  
SCHOOLYARDS AND PARKS**

**UNDERSTAND AND FEEL CONNECTED  
TO THEIR CITY'S UNIQUE ECOSYSTEM**

**DEVELOP CONFIDENCE IN OUTDOOR  
SKILLS AND RECREATION**

**WORK WITH NEIGHBORHOOD MENTORS IN NATURE**

**HAVE SPACE FOR AGENCY AND ACTION**



**BALTIMORE CITY  
RECREATION & PARKS**



## The Outdoor Bill of Rights

### *Activity Guide*

#### Overview

“The Outdoor Bill of Rights,” listed on the previous page, outlines the rights of every child in Baltimore City to access and reap the benefits of nature. This guide includes 10 activities, each focused on supporting at least one of these rights. Each activity is intended to take 30-60 minutes depending on grade level and can be used as a supplemental activity for any course and can be completed in any order. After each activity, students are encouraged to create a journal entry, which they can build on as they move through the guide.

#### Standards Addressed:

See each activity for NGSS, Common Core Math, and Common Core ELA standards addressed. The activities also address the Maryland Environmental Literacy Standards.

#### Materials Needed:





1. Notebook or notebook paper; students may want to keep their work in a journal or folder.
2. Pencil or Pen
3. Coloring supplies
4. Scissors
5. Glue or Tape
6. Computer, smart phone, or access to the internet if possible

#### Journal Entry Template:

NATURE JOURNAL

|               |                   |
|---------------|-------------------|
| Date _____    | Location _____    |
| Season _____  | Time of Day _____ |
| Weather _____ |                   |

|   |  |
|---|--|
|  | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>                                      |
| <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>                                     |  |
|  |  |

# **Maryland Environmental Literacy Standards**

<https://marylandpublicschools.org/programs/Pages/Environmental-Education/index.aspx>

- A. Each local school system shall provide in public schools a comprehensive, multi-disciplinary environmental literacy program infused within current curricular offerings and aligned with the Maryland Environmental Literacy Standards.
- B. The Maryland Environmental Literacy Program shall:
  - a. Provide a developmentally appropriate instructional program with opportunities for outdoor learning experiences;
  - b. Advance students' knowledge, confidence, skills, and motivation to make decisions and take actions that preserve and protect the unique natural resources of Maryland and of the Chesapeake Bay and its watershed; and
  - c. Provide for the diversity of student needs, abilities, and interests at the early, middle, and high school learning years and shall include all of the Maryland Environmental Literacy Standards as set forth in §C of this regulation.
- C. Maryland Environmental Literacy Standards.
  - a. Environmental Issue Investigation and Action. Environmentally literate students investigate environmental issues in order to develop and implement local actions that protect, sustain, or restore the natural environment.
  - b. Human Dependence on Earth Systems and Natural Resources. Environmentally literate students construct and apply understanding of how Earth's systems and natural resources support human existence.
  - c. Environmental Impact of Human Activity. Environmentally literate students construct and apply understanding of the environmental impact of human activities on Earth's systems and resources.
  - d. Consequences of Environmental Change on Human Health and Well-Being. Environmentally literate students construct and apply understanding of the consequences of human-induced environmental change on individual and collective health and well-being.
  - e. Individual and Collective Responses to Environmental Change. Environmentally literate students construct and apply understanding of individual, collective, and societal responses to human-induced environmental change.
- D. Each local school system shall establish a support system to enable teachers and administrators to engage in high quality professional development in content knowledge, instructional materials, and methodology related to environmental literacy.
- E. Student Participation. All students shall have the opportunity to participate in the comprehensive environmental literacy program required by this chapter.

## ACTIVITY 1: What is the “Outdoor Bill of Rights”?

### Standards Addressed:

| <b>Grade</b> | <b>NGSS</b>   | <b>Common Core Math</b>       | <b>Common Core ELA</b>                                    |
|--------------|---|-------------------------------|---|
| <b>K</b>     | <u>Interdependent Relationships in Ecosystems</u><br><a href="#">K-LS1-1</a><br><u>Weather and Climate</u><br><a href="#">K-PS3-1</a><br><a href="#">K-ESS2-1</a> | K.G.A.1<br>K.G.A.2<br>K.G.B.5 | RI.K.1; RI.K.4<br>W.K.2<br>SL.K (all)<br>L.K (all)        |
| <b>1</b>     |   | 1.G.A.1<br>1.G.A.2            | RI.1.1; RI.1.4<br>W.1.1; W.1.2<br>SL.1 (all)<br>L.1 (all) |
| <b>2</b>     | <u>Interdependent Relationships in Ecosystems</u><br><a href="#">2-LS4-1</a>  | 2.G.A.1                       | RI.2.1; RI.2.4<br>W.2.1; W.2.2<br>SL.2 (all)<br>L.2 (all) |
| <b>3</b>     |   | 3.G.A.1                       | RI.3.1; RI.3.4<br>W.3.1; W.3.2<br>SL.3 (all)<br>L.3 (all) |
| <b>4</b>     |   | 4.G.A.1<br>4.G.A.2<br>4.G.A.3 | RI.4.1; RI.4.4<br>W.4.1; W.4.2<br>SL.4 (all)<br>L.4 (all) |
| <b>5</b>     |   | 5.G.A.3                       | RI.5.1; RI.5.4<br>W.5.1; W.5.2<br>SL.5 (all)<br>L.5 (all) |

### Vocabulary

Observations

### Activity 1:

#### *Journal entry*

The outdoors can be a magical place no matter where you are. There are so many things to learn and discover by using your senses outside. Have your parents read you “The Outdoor Bill of Rights”. Think about what it means to have full access to the environment. On your paper use the Nature Journal Template to help guide your creativity. Remember, this is your journal and you can be as creative as you want as long as you hit the main points.

#### *Warm-Up*

Fill out the main information for the day: date, weather, season, time of day, location.

#### *Activity*

1. Use your senses to observe nature today. Use the boxes on your journal to draw things that you see. Do you see birds? Plants? Other people? Draw all the things outside that you think are important to nature.

2. What shapes do you see in nature? Can you identify types of symmetry? Colors? Angles? Are they 2-D or 3-D?
3. Next to your box write what you smell and hear.
4. Finally write down why nature is important to you. Why is it important to observe nature and keep track of what is happening outside? Do you think everyone should have access to the outdoors? Why?

### *Closure*

Remember, the outdoors only stay as nice as we make it! For the next couple of weeks you will be exploring “*The Outdoor Bill of Rights*”. While you are learning about each topic remember to think about the big picture. Why is nature important to each and every person? Why should everyone be able to experience the outdoors? Talk to someone in your house about why nature is important to everyone.

## ACTIVITY 2: The Right to “Breathe Fresh Air”

### Standards Addressed:

| Grade | NGSS (by topic)   | Common Core Math                             | Common Core ELA   |
|-------|---|--|---|
| K     | <u>Interdependent Relationships in Ecosystems</u><br><a href="#">K-LS1-1</a><br><a href="#">K-ESS2-2</a><br><a href="#">K-ESS3-1</a><br><a href="#">K-ESS3-3</a><br><u>Weather and Climate</u><br><a href="#">K-PS3-1</a><br><a href="#">K-ESS2-1</a> | K.CC.A.1<br>K.CC.A.3<br>K.CC.B.4<br>K.MD.A.1 | RI.K.1<br>RI.K.4<br>W.K.2<br>SL.K (all)<br>L.K (all)      |
| 1     |   | 1.NBT.B.2<br>1.NBT.B.3<br>1.MD.C.4           | RI.1.1; RI.1.4<br>W.1.1; W.1.2<br>SL.1 (all)<br>L.1 (all) |
| 2     | <u>Interdependent Relationships in Ecosystems</u><br><a href="#">2-LS4-1</a>  | 2.NBT.A.4                                    | RI.2.1; RI.2.4<br>W.2.1; W.2.2<br>SL.2 (all)<br>L.2 (all) |
| 3     |   |  | RI.3.1; RI.3.4<br>W.3.1; W.3.2<br>SL.3 (all)<br>L.3 (all) |
| 4     |   | 4.NF.C.6                                     | RI.4.1; RI.4.4<br>W.4.1; W.4.2<br>SL.4 (all)<br>L.4 (all) |
| 5     | <u>Matter and Energy in Organisms and Ecosystems</u><br><a href="#">5-LS1-1</a><br><a href="#">5-LS2-1</a><br><u>Earth’s Systems</u><br><a href="#">5-ESS2-1</a>  | 5.NBT.A.3                                    | RI.5.1; RI.5.4<br>W.5.1; W.5.2<br>SL.5 (all)<br>L.5 (all) |

### Vocabulary

Pollution

### Activity 2:

#### *Journal Entry*

Breathing fresh air is important for every child and adult but is not always a guarantee living in a city. Think about what fresh air and oxygen are used for, and why it is important to have access to fresh air. In your journal, write about why we need fresh air and how the air quality around you changes depending on your surroundings. Remember, this is your journal and you can be as creative as you want as long as you hit the main points.

#### *Warm-Up*

Fill out the main information for the day: date, weather, season, time of day, location.

### *Activity*

1. Go outside and take 10 slow, deep breaths. Use the boxes on your journal to draw things that you smell and see. Do you smell flowers? Man-made smells? Draw all the things outside that you think impact air quality.
2. Next to your box, list 5 things you smell and see and describe how they affect air quality.
3. Look up the air quality index for Baltimore City online and describe what it means for the humans, plants, and animals living here.
4. Finally write down why clean air is important. How and why do plants need air? How and why do humans need air? Do you think air quality is different depending on where in the city you live? Why?

### *Closure*

Remember, the outdoors only stays as nice as we make it! This week, you will be exploring the right to fresh air in “*The Outdoor Bill of Rights*.” While you are learning about this topic remember to think about the big picture. Why is fresh, clean air in nature important to each and every person? Talk to someone in your house about why clean air is important to everyone.



## ACTIVITY 3: The Right to “Explore Safe and Inviting Forests and Wild Spaces”

### Standards Addressed:

| <b>Grade</b> | <b>NGSS</b>   | <b>Common Core Math</b>  | <b>Common Core ELA</b>   |
|--------------|---|--|--|
| <b>K</b>     | <u>Interdependent Relationships in Ecosystems</u><br><a href="#">K-LS1-1</a><br><a href="#">K-ESS2-2</a><br><a href="#">K-ESS3-1</a><br><a href="#">K-ESS3-3</a><br><u>Weather and Climate</u><br><a href="#">K-PS3-1</a><br><a href="#">K-ESS2-1</a> | K.CC.A.1<br>K.CC.A.3<br>K.CC.B.4<br>K.CC.B.5<br>K.MD.A.2<br>K.G.A.1<br>K.G.B.4 | RI.K.1; RI.K.4<br>W.K.2<br>SL.K (all)<br>L.K (all)               |
| <b>1</b>     |   | 1.NBT.A.1<br>1.MD.A.1<br>1.G.A.1   | RI.1.1; RI.1.4<br>W.1.1; W.1.2; W.1.8<br>SL.1 (all)<br>L.1 (all) |
| <b>2</b>     | <u>Interdependent Relationships in Ecosystems</u><br><a href="#">2-LS4-1</a>  | 2.G.A.1  | RI.2.1; RI.2.4<br>W.2.1; W.2.2<br>SL.2 (all)<br>L.2 (all)        |
| <b>3</b>     | <u>Interdependent Relationships in Ecosystems</u><br><a href="#">3-LS4-3</a>  |  | RI.3.1; RI.3.4<br>W.3.1; W.3.2<br>SL.3 (all)<br>L.3 (all)        |
| <b>4</b>     | <u>Earth Systems: Processes that Shape the Earth</u><br><a href="#">4-ESS2-2</a>  |  | RI.4.1; RI.4.4<br>W.4.1; W.4.2<br>SL.4 (all)<br>L.4 (all)        |
| <b>5</b>     | <u>Matter and Energy in Organisms and Ecosystems</u><br><a href="#">5-LS2-1</a>   | 5.NF.B.5   | RI.5.1; RI.5.4<br>W.5.1; W.5.2<br>SL.5 (all)<br>L.5 (all)        |

### Vocabulary

Habitat, Resources, Environment

### Activity 3:

#### *Journal Entry*

Trees and forests provide so much for the environment. They clean the air, give birds and other animals a place to live, can provide fruit and other resources, and make shade for humans to stay cool in the summer. In your Nature Journal, think about your favorite tree or what trees have given you. Imagine how your life would be different without trees. Remember, this is your journal and you can be as creative as you want as long as you hit the main points.

#### *Warm-Up*

Fill out the main information for the day: date, weather, season, time of day, location.

### *Activity*

1. Count how many trees you can see from where you stand.
2. Sketch 2 trees that you see (or any plants if you cannot see any trees) and create a Venn Diagram about what makes them similar and different.
3. Write a poem about a tree.
4. What animals do you see in trees? Why does a tree make a good habitat?
5. Search your home using the City's [Tree Inventory Map](#). Click on nearby trees to see the tree name. Research that tree type and compare your internet search with what you see with your own eyes.
6. Look up a nearby forest on this [website](#). Have you ever been there? If yes, what do you remember about it? If no, make a list of reasons you have never been.

### *Closure*

Remember, the outdoors only stays as nice as we make it! This week, you will be investigating the right to explore trees and forests in "*The Outdoor Bill of Rights*." While you are learning about this topic remember to think about the big picture. Why are trees important to the ecosystem? How do they impact your everyday life? Talk to someone in your house about why trees are important to everyone.

## ACTIVITY 4 Topic: The Right to “Splash in Clean Streams, Ponds, Rivers and the Bay”

### Standards Addressed:

| <b>Grade</b> | <b>NGSS</b>  | <b>Common Core Math</b> | <b>Common Core ELA</b>                                    |
|--------------|--|-------------------------|---|
| <b>K</b>     | <u>Interdependent Relationships in Ecosystems</u><br><a href="#">K-ESS2-2</a><br><a href="#">K-ESS3-1</a><br><a href="#">K-ESS3-3</a><br><u>Weather and Climate</u><br><a href="#">K-PS3-1</a><br><a href="#">K-ESS2-1</a> | K.G.A.1                 | RI.K.1; RI.K.4<br>W.K.2<br>SL.K (all)<br>L.K (all)        |
| <b>1</b>     |  |                         | RI.1.1; RI.1.4<br>W.1.1; W.1.2<br>SL.1 (all)<br>L.1 (all) |
| <b>2</b>     | <u>Interdependent Relationships in Ecosystems</u><br><a href="#">2-LS4-1</a><br><br><u>Earth’s Systems: Processes that Shape the Earth</u><br><a href="#">4-ESS2-2</a>   |                         | RI.2.1; RI.2.4<br>W.2.1; W.2.2<br>SL.2 (all)<br>L.2 (all) |
| <b>3</b>     | <u>Interdependent Relationships in Ecosystems</u><br><a href="#">3-LS4-3</a><br><a href="#">3-LS4-4</a>  |                         | RI.3.1; RI.3.4<br>W.3.1; W.3.2<br>SL.3 (all)<br>L.3 (all) |
| <b>4</b>     | <u>Earth Systems: Processes that Shape the Earth</u><br><a href="#">4-ESS2-2</a>   |                         | RI.4.1; RI.4.4<br>W.4.1; W.4.2<br>SL.4 (all)<br>L.4 (all) |
| <b>5</b>     | <u>Matter and Energy in Organisms and Ecosystems</u><br><a href="#">5-LS2-1</a><br><u>Earth’s Systems</u><br><a href="#">5-ESS2-1</a>  |                         | RI.5.1; RI.5.4<br>W.5.1; W.5.2<br>SL.5 (all)<br>L.5 (all) |

### Vocabulary

Waterway, Litter, Reduce, Reusable

### Activity 4:

#### *Journal Entry*

Water allows for all forms of life to exist. We need clean water for drinking, but water systems are also important habitats for animals and can even give us spaces to swim and play. Think about what it means to have full access to water outdoors. In your journal, consider all the different ways water impacts your life and how you interact with water in nature. Remember, this is your journal and you can be as creative as you want as long as you hit the main points.

### *Warm-Up*

Fill out the main information for the day: date, weather, season, time of day, location.

### *Activity*

1. Observe a storm drain on your street. What do you notice about it? Make notes.
2. Where does the water flowing into the storm drain come from? Where does it go?
3. Why is it important to keep trash and other pollution out of our storm drains?
4. Make a poster or advertisement to hang up outside and near storm drains encouraging people not to litter.
5. Research Baltimore City's Comprehensive Bag Reduction Act. Describe how the act will help reduce pollution in our waterways.

### *Closure*

Remember, it's up to you to keep our waterways clean! This week, you will be exploring the right to clean water in "*The Outdoor Bill of Rights*." While you are learning about this topic remember to think about the big picture. Why is clean water so important to the ecosystem? How do plants, animals, and humans all share this resource every day? Talk to someone in your house about why it's important to keep our water clean.

## ACTIVITY 5: The Right to “Grow a Garden and Eat Fresh Fruits and Vegetables”

### Standards Addressed:

| <b>Grade</b> | <b>NGSS</b>   | <b>Common Core Math</b>           | <b>Common Core ELA</b>                                    |
|--------------|---|-----------------------------------|---|
| <b>K</b>     | <u>Interdependent Relationships in Ecosystems</u><br><a href="#">K-LS1-1</a><br><a href="#">K-ESS2-2</a><br><a href="#">K-ESS3-3</a><br><u>Weather and Climate</u><br><a href="#">K-PS3-1</a><br><a href="#">K-ESS2-1</a> | K.CC.A.1<br>K.CC.A.3<br>K.G.A.1   | RI.K.1<br>RI.K.4<br>W.K.2<br>SL.K (all)<br>L.K (all)      |
| <b>1</b>     |   | 1.NBT.A.1<br>1.NBT.B.2<br>1.G.A.2 | RI.1.1; RI.1.4<br>W.1.1; W.1.2<br>SL.1 (all)<br>L.1 (all) |
| <b>2</b>     | <u>Interdependent Relationships in Ecosystems</u><br><a href="#">2-LS2-1</a><br><a href="#">2-LS4-1</a>   |                                   | RI.2.1; RI.2.4<br>W.2.1; W.2.2<br>SL.2 (all)<br>L.2 (all) |
| <b>3</b>     | <u>Interdependent Relationships in Ecosystems</u><br><a href="#">3-LS4-3</a><br><a href="#">3-LS4-4</a>   |                                   | RI.3.1; RI.3.4<br>W.3.1; W.3.2<br>SL.3 (all)<br>L.3 (all) |
| <b>4</b>     |   | 4.G.A.3                           | RI.4.1; RI.4.4<br>W.4.1; W.4.2<br>SL.4 (all)<br>L.4 (all) |
| <b>5</b>     | <u>Matter and Energy in Organisms and Ecosystems</u><br><a href="#">5-PS3-1</a><br><u>Matter and Energy in Organisms and Ecosystems</u><br><a href="#">5-LS1-1</a><br><a href="#">5-LS2-1</a>                             |                                   | RI.5.1; RI.5.4<br>W.5.1; W.5.2<br>SL.5 (all)<br>L.5 (all) |

### Vocabulary

Nutrition, Agriculture, Urban, Rural

### Activity 5:

#### *Journal Entry*

Fruits and vegetables are the building blocks for a nutritious diet, but many of us do not realize that we can grow food in our own back yards! Fruits and veggies don't magically appear in the grocery store, they grow outside in gardens and on farms. Baltimore City even has its own urban farms! In your nature journal this week, think about where your food comes from, and what your favorite fruit or vegetable might look like as a growing plant. Use the Nature Journal Template to

help guide your creativity. Remember, this is your journal and you can be as creative as you want as long as you hit the main points.

### *Warm-Up*

Fill out the main information for the day: date, weather, season, time of day, location.

### *Activity*

1. Find 5 different plants in your yard or near your house. Sketch and describe each plant. What purpose do you think each plant has?
2. Look in your fridge or freezer. What veggies do you see? If you don't see any veggies, look at the ingredients on any food item and identify one vegetable. Research the vegetable you find and describe when, where, and how it grows.
3. If you have access to the proper materials, plant one plant and take care of it for the duration of this nature journal. Record the progress of its growth by taking pictures or making sketches.
  - a. This can be done using seed packets or by gathering the seeds from a vegetable in their refrigerator. Encourage making planters out of old water or soda bottles or any other recycled materials.
4. Why are fruits and veggies important for your health? Pick your favorite fruit and favorite vegetable and research the health benefits.
5. Pick your favorite dish. Make a list of the ingredients, and try to trace each ingredient back to a fruit or vegetable.

### *Closure*

Remember, healthy food comes from nature and can be grown in your own neighborhood! This week, you will be exploring the right to grow and eat fresh veggies in "*The Outdoor Bill of Rights*." While you are learning about this topic remember to think about the big picture. Where does your food come from? Why is it important to eat fresh vegetables and fruits? How could you start to grow your own food? Talk to someone in your house about why it's important to eat fresh, healthy foods.

## ACTIVITY 6: The Right to “Play in Vibrant Neighborhoods, Schoolyards and Parks”

### Standards Addressed:

| Grade | NGSS   | Common Core Math  | Common Core ELA  |
|-------|--|---|--|
| K     | <u>Interdependent Relationships in Ecosystems</u><br><a href="#">K-ESS2-2</a><br><a href="#">K-ESS3-1</a><br><u>Weather and Climate</u><br><a href="#">K-PS3-1</a><br><a href="#">K-ESS2-1</a> | K.CC.A.1<br>K.CC.A.3<br>K.MD.A.1<br>K.MD.A.2<br>K.G.A.1 | RI.K.1<br>RI.K.4<br>W.K.2<br>W.K.8<br>SL.K (all)<br>L.K (all)    |
| 1     |  | 1.NBT.A.1<br>1.NBT.B.2<br>1.MD.B.3<br>1.MD.C.4          | RI.1.1; RI.1.4<br>W.1.1; W.1.2; W.1.8<br>SL.1 (all)<br>L.1 (all) |
| 2     | <u>Interdependent Relationships in Ecosystems</u><br><a href="#">2-LS4-1</a>   | 2.MD.C.7  | RI.2.1; RI.2.4<br>W.2.1; W.2.2; W.2.8<br>SL.2 (all)<br>L.2 (all) |
| 3     |  | 3.MD.A.1  | RI.3.1; RI.3.4<br>W.3.1; W.3.2; W.3.8<br>SL.3 (all)<br>L.3 (all) |
| 4     |  |   | RI.4.1; RI.4.4<br>W.4.1; W.4.2; W.4.8<br>SL.4 (all)<br>L.4 (all) |
| 5     |  |   | RI.5.1; RI.5.4<br>W.5.1; W.5.2; W.5.8<br>SL.5 (all)<br>L.5 (all) |

### Vocabulary

Vibrant, wellbeing

### Activity 6:

#### *Journal Entry*

Every young person deserves to play outside in their neighborhood, schoolyard, or nearby park. Play is necessary for our health and wellbeing and gives people a chance to be creative. In your journal this week, write about your favorite things to do outside, fun ways to stay active, and the parks or playgrounds you visit most often. Think about how different you feel after you’ve had time to play outside. Remember, this is your journal and you can be as creative as you want as long as you hit the main points.

#### *Warm-Up*

Fill out the main information for the day: date, weather, season, time of day, location.

### *Activity*

1. Design a nature obstacle course using 5 things from your yard and time yourself doing it 5 times.
2. Spend 20 minutes playing outside in your yard, neighborhood, or nearby park. Before you go out, write down observations about how you feel. When you return home from playing outside, write down how you feel. Did those feelings change from before and after playing outside?
3. Come up with 10 animal exercises. Examples of animal exercises: jump like a frog, crawl like a crab, hop like a rabbit, etc. Write down each exercise and record how many times you do each exercise. Take pictures of each one if possible.
4. Look up your [nearby parks here](#). Make a list of the 5 closest parks to you. Put a check mark next to which ones you have been to, and what you like to do at those parks. Make a list of any other places you like to play outside that are NOT at those parks.

### *Closure*

Remember, playing outside is an important component of staying healthy and happy! This week, you will be exploring the right to play in vibrant neighborhoods, schoolyards, and parks in “*The Outdoor Bill of Rights*.” While you are learning about this topic remember to think about the big picture. Where can you go to play outside? How do you feel after playing outside, and why does that matter? Talk to someone in your house about why outdoor play is valuable.



## ACTIVITY 7: The Right to “Understand and Feel Connected to your City’s Unique Ecosystem”

### **Standards Addressed:**

| <b>Grade</b> | <b>NGSS</b>   | <b>Common Core Math</b>  | <b>Common Core ELA</b>                                    |
|--------------|---|--|---|
| <b>K</b>     | <u>Interdependent Relationships in Ecosystems</u><br><a href="#">K-LS1-1</a><br><a href="#">K-ESS2-2</a><br><a href="#">K-ESS3-1</a><br><a href="#">K-ESS3-3</a><br><u>Weather and Climate</u><br><a href="#">K-LS1-1</a><br><a href="#">K-ESS2-2</a><br><a href="#">K-ESS3-1</a><br><a href="#">K-ESS3-3</a> | K.CC.A.1<br>K.CC.A.3<br>K.CC.B.4<br>K.CC.B.5<br>K.CC.C.6<br>K.MD.A.2<br>K.MD.A.3 | RI.K.1<br>RI.K.4<br>W.K.2<br>SL.K (all)<br>L.K (all)      |
| <b>1</b>     |   | 1.NBT.A.1<br>1.NBT.B.2<br>1.MD.C.4   | RI.1.1; RI.1.4<br>W.1.1; W.1.2<br>SL.1 (all)<br>L.1 (all) |
| <b>2</b>     | <u>Interdependent Relationships in Ecosystems</u><br><a href="#">2-LS2-1</a><br><a href="#">2-LS4-1</a>   |  | RI.2.1; RI.2.4<br>W.2.1; W.2.2<br>SL.2 (all)<br>L.2 (all) |
| <b>3</b>     | <u>Interdependent Relationships in Ecosystems</u><br><a href="#">3-LS4-3</a><br><a href="#">3-LS4-4</a>   |  | RI.3.1; RI.3.4<br>W.3.1; W.3.2<br>SL.3 (all)<br>L.3 (all) |
| <b>4</b>     |   |  | RI.4.1; RI.4.4<br>W.4.1; W.4.2<br>SL.4 (all)<br>L.4 (all) |
| <b>5</b>     | <u>Matter and Energy in Organisms and Ecosystems</u><br><a href="#">5-LS1-1</a><br><a href="#">5-LS2-1</a><br><u>Earth’s Systems</u><br><a href="#">5-ESS3-1</a>  |  | RI.5.1; RI.5.4<br>W.5.1; W.5.2<br>SL.5 (all)<br>L.5 (all) |

### **Vocabulary**

Ecosystem, Flora, Fauna

### **Activity 7:**

#### *Journal Entry*

An ecosystem is a group of nonliving and living things that work together. Every city, neighborhood, and even individual home has its own unique ecosystem. The trees, rocks, flowers, insects, birds, and soil that makes up your neighborhood park are different from the things that make up any other neighborhood in the world! For this week’s journal entry, think

about all of the different living and nonliving things that make up the ecosystem around your home. Write about the role you play in the ecosystem. Remember, this is your journal and you can be as creative as you want as long as you hit the main points.

### *Warm-Up*

Fill out the main information for the day: date, weather, season, time of day, location.

### *Activity*

1. An ecosystem is a group of nonliving and living things that work together. Make a list of living things in your yard. What makes them alive? How many living things can you count?
2. Make a list of non-living things in your yard. What makes them non-living? How many non-living things do you count? Compare the non-living and the living things.
3. How do these things you listed work together in order to survive?
4. Backyard scavenger hunt  
<https://kidsgardening.wpengine.com/wp-content/uploads/2017/05/KGN-ScavengerHunt-2.pdf>
5. Use the app [iNaturalist](#) to identify the flora and fauna right outside your house.
6. Participate in the annual [City Nature Challenge](#) for Baltimore City in the month of April.

### *Closure*

Remember, getting to know your city's unique ecosystem lets you see and understand brand new things about your surroundings and the role you play! This week, you will be exploring the right to understand and connect with your ecosystem in "*The Outdoor Bill of Rights*." While you are learning about this topic remember to think about the big picture. How do all of the living and nonliving things around you work together in unique ways? What effect do you have on your surroundings? How can you play a role in helping everything else around you thrive? Talk to someone in your house about why it's important to connect with Baltimore's ecosystem.

## ACTIVITY 8: The Right to “Develop Confidence in Outdoor Skills and Recreation”

### Standards Addressed:

| Grade | NGSS  | Common Core Math                             | Common Core ELA   |
|-------|---|--|---|
| K     | <u>Interdependent Relationships in Ecosystems</u><br><a href="#">K-LS1-1</a><br><a href="#">K-ESS2-2</a><br><u>Weather and Climate</u><br><a href="#">K-PS3-1</a><br><a href="#">K-ESS2-1</a> | K.CC.A.1<br>K.CC.A.3<br>K.CC.B.4<br>K.CC.B.5 | RI.K.1<br>RI.K.4<br>W.K.2<br>W.K.8<br>SL.K (all)<br>L.K (all)           |
| 1     |   | 1.NBT.B.2<br>1.MD.B.3                        | RI.1.1; RI.1.4<br>W.1.1; W.1.2; W.1.8<br>SL.1 (all)<br>L.1 (all)        |
| 2     | <u>Interdependent Relationships in Ecosystems</u><br><a href="#">2-LS4-1</a>  | 2.NBT.A.4<br>2.MD.C.7                        | RI.2.1; RI.2.4<br>W.2.1; W.2.2; W.2.8<br>SL.2 (all)<br>L.2 (all)        |
| 3     |   | 3.MD.A.1                                     | RI.3.1; RI.3.4<br>W.3.1; W.3.2; W.3.7; W.3.8<br>SL.3 (all)<br>L.3 (all) |
| 4     |   |  | RI.4.1; RI.4.4<br>W.4.1; W.4.2; W.4.7; W.4.8<br>SL.4 (all)<br>L.4 (all) |
| 5     |   | 5.NBT.A.3                                    | RI.5.1; RI.5.4<br>W.5.1; W.5.2; W.5.7; W.5.8<br>SL.5 (all)<br>L.5 (all) |

### Vocabulary

Data, Skill, Recreation

### Activity 8:

#### *Journal Entry*

The outdoors can be a great place to develop new skills, teaching us how to observe and collect data, but also giving us a space to learn how to have adventures. In your journal this week, think about what activities you like to do outside. Does your community or school organize events, clubs, or opportunities to develop skills outside? How do you feel after learning a new skill? Remember, this is your journal and you can be as creative as you want as long as you hit the main points.

#### *Warm-Up*

Fill out the main information for the day: date, weather, season, time of day, location.

#### *Activity*

1. Collect data about one thing outside for 10 minutes. For example:
  - Number of bird chirps you hear
  - Number of cars you see drive by
  - Number of times the wind blows
  - Number of butterflies that fly by
  - How many jumping jacks you can do in a minute
  - Anything else you'd like. Then describe your data. What do you notice? Explain what is happening. Discuss how the environment or nature played a part in your data.

| Minute | Number of _____ |
|--------|-----------------|
| 1      |                 |
| 2      |                 |
| 3      |                 |
| 4      |                 |
| 5      |                 |
| 6      |                 |
| 7      |                 |
| 8      |                 |
| 9      |                 |
| 10     |                 |

2. Look through Baltimore City [Recreation and Parks Department's Activity Catalog](#) with your parent. Pick 3 outdoor recreation activities that look fun and describe why they sound interesting.
3. Make a list of outdoor skills you'd like to learn and why. Share this list with your parent and teacher.
4. Describe the last field trip you took for school. Did you do any activities outside? Describe what skills you learned during that field trip.

*Closure*

Remember, learning skills outdoors can give you confidence to be more adventurous! This week, you will be exploring the right to develop outdoor skills and to recreate in "The Outdoor Bill of Rights." While you are learning about this topic remember to think about the big picture. What opportunities does your community or school have for outdoor recreation? Do you play sports or have other activities you like to do outside? How do you feel after learning a new skill? Where could you use these skills in the future? Talk to someone in your house about why it's important to develop skills outside.

## ACTIVITY 9: The Right to “Work with Neighborhood Mentors in Nature”

### Standards Addressed:

| Grade | NGSS  | Common Core Math | Common Core ELA   |
|-------|---|------------------|---|
| K     | <u>Weather and Climate</u><br><a href="#">K-PS3-1</a><br><a href="#">K-ESS2-1</a> |                  | RI.K.1; RI.K.4<br>W.K.2; W.K.8<br>SL.K (all)<br>L.K (all)               |
| 1     |   |                  | RI.1.1; RI.1.4<br>W.1.1; W.1.2; W.1.8<br>SL.1 (all)<br>L.1 (all)        |
| 2     |   |                  | RI.2.1; RI.2.4<br>W.2.1; W.2.2; W.2.8<br>SL.2 (all)<br>L.2 (all)        |
| 3     |   |                  | RI.3.1; RI.3.4<br>W.3.1; W.3.2; W.3.7; W.3.8<br>SL.3 (all)<br>L.3 (all) |
| 4     |   |                  | RI.4.1; RI.4.4<br>W.4.1; W.4.2; W.4.7; W.4.8<br>SL.4 (all)<br>L.4 (all) |
| 5     | <u>Earth’s Systems</u><br><a href="#">5-ESS3-1</a>                                |                  | RI.5.1; RI.5.4<br>W.5.1; W.5.2; W.5.7; W.5.8<br>SL.5 (all)<br>L.5 (all) |

### Vocabulary

Mentorship, Nurture

### Activity 9:

#### *Journal Entry*

The outdoors can be a nurturing place to develop relationships with mentors. This week use your Nature Journal to think about a person you admire or look up to. How have they mentored you? What work or activities have you done together in nature? Do you wish someone in your neighborhood was a mentor to you? Remember, this is your journal and you can be as creative as you want as long as you hit the main points.

#### *Warm-Up*

Fill out the main information for the day: date, weather, season, time of day, location.

#### *Activity*

1. Choose one person you look up to. Write a letter to them about ways you could work outside or in nature with them. Think about how you normally interact with your mentor, and how you could do those same activities outside.
2. Research one organization, group, or company that works with nature in Baltimore. What about that group interests you?

- a. Give the kids lists of local groups. For example:
  - Parks & People Foundation
  - Baltimore City Recreation and Parks
  - Audubon Naturalist Society
  - Irvine Nature Center
  - Carrie Murray Nature Center
  - any community garden or urban farm near your school
  - Real Food Farm
3. Write them a rough draft letter about why you are interested in their group and how you could work with them in the future. Ask them if they would be interested in you working with them.
4. Email or mail a final draft of the letter to partners.

*Closure*

Remember, the outdoors can simply be another place to nurture relationships or to interact with peers and people you look up to. This week, you will be exploring the right to work with neighborhood mentors in nature in “*The Outdoor Bill of Rights*.” While you are learning about this topic remember to think about the big picture. Who do you look up to? What opportunities does nature give you to build a relationship with someone you admire? Why is it important to have mentors? Talk to someone in your house about why it’s important to work with a mentor in nature.

## ACTIVITY 10: The Right to “Have Space for Agency and Action”

**Standards Addressed:**

| Grade | NGSS   | Common Core Math | Common Core ELA   |
|-------|--|------------------|---|
| K     | <u>Interdependent Relationships in Ecosystems</u><br><a href="#">K-ESS2-2</a><br><a href="#">K-ESS3-3</a><br><br><u>Weather and Climate</u><br><a href="#">K-PS3-1</a><br><a href="#">K-ESS2-1</a> |                  | RI.K.1; RI.K.4<br>W.K.2; W.K.8<br>SL.K (all)<br>L.K (all) |
| 1     |  |                  | RI.1.1; RI.1.4<br>W.1.1; W.1.2<br>SL.1 (all)<br>L.1 (all) |
| 2     | <u>Earth’s Systems: Processes that Shape the Earth</u><br><a href="#">2-ESS1-1</a>   |                  | RI.2.1; RI.2.4<br>W.2.1; W.2.2<br>SL.2 (all)              |

|   |   |  |  |
|---|---|--|--|
|   |   |  | L.2 (all)  |
| 3 | <u>Interdependent Relationships in Ecosystems</u><br><a href="#">3-LS4-4</a>                                  |  | RI.3.1; RI.3.4<br>W.3.1; W.3.2; W.3.7<br>SL.3 (all)<br>L.3 (all) |
| 4 | <u>Engineering Design</u><br><a href="#">3-5-ETS1-2</a>   |  | RI.4.1; RI.4.4<br>W.4.1; W.4.2; W.4.7<br>SL.4 (all)<br>L.4 (all) |
| 5 | <u>Earth's Systems</u><br><a href="#">5-ESS3-1</a><br><u>Engineering Design</u><br><a href="#">3-5-ETS1-2</a> |  | RI.5.1; RI.5.4<br>W.5.1; W.5.2; W.5.7<br>SL.5 (all)<br>L.5 (all) |

## **Vocabulary**

Agency, Activism, Empowering

## **Activity 10:**

### *Journal Entry*

The outdoors can be an empowering space for young people to practice activism. Many students have been able to develop their voice through environmental activism in order to express their love for nature and the outdoors. Use your nature journal this week to explore how nature empowers you and to think about environmental issues you feel passionate about. What can you do to take action on those issues? Remember, this is your journal and you can be as creative as you want as long as you hit the main points.

### *Warm-Up*

Fill out the main information for the day: date, weather, season, time of day, location.

### *Activity*

1. Research one environmental issue facing the city, your neighborhood, or even your own backyard.
2. Create an action plan to give to the city, your neighborhood, or your parents to fix the issue.
3. In your action plan, answer the following:
  - a. What is your issue?
  - b. Who does it affect? (plants, animals, humans, etc.)
  - c. Draw an image of your issue
  - d. Come up with 3 solutions of what the city, neighborhood members, or your parents could do to fix this issue.
    - i. NOTE: put a disclaimer that parents can modify or change whatever they want to make it more applicable for their student.
  - e. Include 2 ways the student can personally get involved in helping solve the issue.
4. Research a local youth, environmental advocacy group such as Baltimore Beyond Plastic, the Sunrise Movement, the Youth Environmental Network, or any other group you know of. Reach out to the group and ask for ways to get involved.

### *Closure*

Remember, nature and the environment are spaces that can help you develop your voice as an activist and advocate for issues you care about. This week, you will be exploring the right to have space for agency and action in *“The Outdoor Bill*

*of Rights.*” While you are learning about this topic remember to think about the big picture. What issues are you passionate about? How is this related to the environment? What actions can you take to solve those issues? Talk to someone in your house about why it’s important to be an activist and to speak up about issues you care about.